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ABSTRACT

This handbook is intended for teachers new to adult basic education (ABE) programs and attempts to cover concepts of adult learning and the role of the educator as facilitator and resource for self-directed learners. Background information is provided concerning the phenomenon of illiteracy with discussions of basic principles (particularly functionality) behind actions toward its eradication. A short history of adult basic education programs is presented, demonstrating the increased emphasis on adult practical literacy education. Teaching strategies are identified based on the premise that adult students have unique characteristics as learners. Then andragogical theory is reviewed in the context of changes in self-concept, the role of experience, readiness to learn, and orientation to learning. Next, a chart that represents both pedagogical and andragogical assumptions and a list of 15 principles of teaching are presented. The final chapter provides a detailed outline, including a time frame for a four-session pre-service workshop for ABE teachers. This is followed by a brief bibliography. Appended are additional references to models of learning, a five-page competencies questionnaire, guidelines for the use of learning contracts, a sample learning contract, a two-part workshop evaluation form, and a learning need diagnostic guide. (BPB)

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PRE-SERVICE TRAINING

FOR

TEACHERS OF ADULT BASIC EDUCATION

ANDRAGOGICAL MODEL

FY-81-8083-T

Esref Delalic

Vincennes University in Jasper

Jasper, Indiana

1981

Handbook

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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E. D.

What is a teacher but

an adult learner?

Adapted from
John Updike

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INTRODUCTION

ILLITERACY IN THE WORLD

Illiteracy is a strange phenomenon and one of the most pressing world-wide problems. In many ways it is like poverty, and it is closely associated with poverty. Illiteracy is painful, and so is poverty. There is probably no educational question so important as why so many people are illiterate. We need a thorough understanding of it.

Some basic features of this phenomenon will be highlighted in this essay, such as its universality and its relativity. Also, there is need to discuss basic principles behind action towards its eradication--one of them being functionality--which has aroused the greatest response in terms of international understanding and collaboration.

Illiteracy is no longer regarded as a special feature of the developing world. Many countries with an elaborate system of free compulsory education for generations have been surprised to discover that they have to contend with a serious illiteracy problem, involving 5 percent of the population in Italy, 4 percent in the United Kingdom, 10 percent in the United States of America, and 7 percent in Canada.

In the vast panorama of illiteracy, the situation of illiterates--particularly those in industrial societies--is probably the most difficult of all. In a situation in which oral communication predominates, illiterates do not feel out of their element or out of step with their environment, but in a technologically advanced world where written communication is the rule, people who are unable to decipher the signs of writing are

automatically placed in a position of inferiority compared with those who can read and write; (didn't we all empathize with Jesse Hillam as he was going through his ordeal?) They labor under a severe disability when it comes to coping with a number of essential routine tasks, and are often relegated to the sidelines of the social environment in which they live.

In addition to its universality, illiteracy is a relative state of being--a matter of degree. Surveys conducted in connection to the Adult Performance Level Project (APL) revealed that one adult out of every five in the U.S. could be considered functionally illiterate. This means that more than 20 million adult citizens are not in a position to make use of the fundamental intellectual techniques of communication, computation, problem-solving and inter-personal relationships. These facts highlight an important feature of literacy, namely that it is a highly relative concept. Standards differ considerably from one country or one type of society and civilization to another. In some parts of the world, people are considered literate if they can write their name and decipher a notice or a poster. Elsewhere, as in the United States, for example, they are considered illiterate if their knowledge and abilities do not go beyond fifth grade level. It is not surprising that in this area definitions and norms play a decisive role; they exert an influence on the statistics and objectives of literacy education as well as organization and choice of methods.

In the mid-sixties, UNESCO (United Nations Educational, Scientific and Cultural Organization), the UNDP (United Nations Development Program) and a number of governments embarked on an unprecedented world program to develop an effective method towards overcoming the problem of illiteracy. The whole decade of 1965 through 1975 was dedicated to this program, the

World Experimental Functional Literacy Program. Millions have been helped. Nevertheless, the absolute number of adult illiterates is still enormous and is continuing to grow. (There were some 815 million illiterates aged fifteen and upward in 1980 in the world). However, according to a recent UNESCO study, projections for the coming decades are encouraging, particularly with regard to the percentage of adults who will become literate.

In changing societies where massive literacy campaigns were conducted among people of all ages, the success of such programs seems to have been less a result of the methods used or even the quality of instruction than it has been the reality and extent of social change. Israel, Cuba and Tanzania set good examples. If people feel a real need to be literate because of changed roles, values and opportunities for participation in the culture, then many of them will become literate easily and well. International experience teaches us that social change, political action, and policies geared to development and modernization have been more effective methods in helping people acquire literacy. It is surprising to find illiteracy in literate societies, let alone affluent nations, where human and material resources are available and opportunities for an organized acquisition of literacy are abundant.

Functionality is now the main guiding principle behind action in the literacy field. In every region of the world, irrespective of social and economic conditions or political regime, it is unanimously acknowledged that learning to read and write cannot be an end in itself. This being so, particular importance clearly attaches to the objectives that are set for adult literacy work. These objectives are closely bound up with the level of development of societies and with the intentions both of the

people promoting the educational activity and of the individuals and groups wishing to emerge from their state of illiteracy.

Some considerations in regard to theory and practice of literacy education follow. First, literacy work must be linked to all efforts which aim at enabling adults to cope effectively with the different situations they encounter in life--efforts which involve the multiple dimensions of their physical, moral, emotional, intellectual and social being. Illiteracy has been artificially set apart as if it were of a different nature and more serious than the other forms and manifestations of ignorance and lack of skills. Acquisition of the tools of written communication forms part of an overall action in which the entire spectrum of knowledge and ability is involved. From the psychological and social standpoint, it is most important for illiterates to realize that they are not alone in their quest, and that men and women all over the world are in the same situation of wealth and poverty. It is also very important for other people to see illiterates in this way. Only then will illiterates no longer be looked upon as outcasts, nor regard themselves as ignoramuses in a world where knowledge is all-pervasive. Illiterates are now being brought back into the mainstream of society, and the process must be successfully completed.

Second, in the life-long approach to education, emphasis shifts from the teacher to the people being taught, or rather, from what the teacher does to what happens to the learners. The idea is not so much to transmit knowledge and culture as to equip people with the competencies to build up their own knowledge and skills. There are countless sources for adding to individual knowledge: experience and the lessons taught by life;

there is also the knowledge imparted by other people, teachers included. But such knowledge must be put in the right perspective and allotted its proper place as a basic contribution rather than a form of domination. Through reading and writing, people who are newly literate acquire an independence and autonomy that are essential features of their adult personality. It is being increasingly recognized that illiterates have to play an active part in their own instruction as self-directed learners.

In the third place, from both the theoretical and methodological perspectives, literacy training functions properly under circumstances of an effective adult education system, where attention is paid to the sociological, psychological and cultural situation of the learners, where experiences and information are shared, and where dialogue is established and use is made of a wide range of practices that are not subordinated to the tyranny of outworn pedagogical models.

Fourth, there has to be a favorable social and cultural environment if people are to become interested in literacy training and take part in literacy programs. It is up to the people who embark on action in this field at all levels, and particularly at the policy-making level, to involve learners in activities designed to change the living conditions of illiterates for the better and to boost their self-respect, so that they can come to exercise responsibility. "Consciousness-raising," with which the name of Paulo Freire, the Brazilian educator, has come to be associated, is one of the key words to which references are being increasingly made in many countries.

Lastly, for illiterate learners, as for adults undergoing any other kind of training, the important thing is what the future holds in store. That future takes the form of a series of stages. The favorable conditions

discussed above can be regarded as the preparatory stages for literacy training. However, growing importance is being attached to the stages following the actual learning of reading and writing. The acquisition of new powers of expression and communication is meaningful only if adults are in a position to make use of it. This accounts for the essential role played by efforts to consolidate literacy training. New literates have to be provided with meaningful occupations. But they also have to be provided with books, newspapers and reading centers tailored to their needs and abilities. Wherever possible, this introduction to the civilization of writing and print has to be accompanied by a change in living conditions and in the pattern of individual and collective relations. This is necessary if people who have made the effort to learn are not to relapse into illiteracy, made worse by the fact that they will have lost confidence in themselves and in the help they can receive from others.

LITERACY EDUCATION IN THE UNITED STATES

Michael Harrington, Jack Mezirow, Patricia Cross, Jonathan Kozol, and recently, Carman Hunter have been penetrating investigators of poverty and illiteracy in the United States.

It is useful to keep in mind that adult illiteracy can better be understood in relation to adult education and within the context of national development in general. Historically, adult education programs in the U.S. were related to national development, but they have not been specifically identified with a political program or a cultural theme. This may have been a mistake. Views differ on this issue. Due to their educational philosophies, most projects were characterized as product-oriented. The product was reflected in the attainment of a high school diploma, GED test, an increase in achievement skills, vocational skills, or, for example, the ability to prepare nutritious meals. Although these are worthy goals, for those who seek them, this product-efficiency view of education leaves the adult learners in the position of the consumers rather than the manufacturers of their choices. Let us remind ourselves, at this point, of the core concept--that the starting point for adult education is the needs and goals of the individuals who are seeking education. Malcolm Knowles, the historian and father of self-directed adult learning, defined the primary mission of every adult educator as helping adults satisfy their needs and achieve their goals.

HISTORY OF ADULT BASIC EDUCATION

The ABE (Adult Basic Education) program is federally funded and state administered. It originated in the sixties during the war on poverty. Programs were provided almost exclusively by or through the public school systems. The Statement of Purpose of the Adult Education Act geared the programs to school or academic-skill levels of achievement. Sixth, eighth, and twelfth grade levels of academic ability--reflective of the public school organization--facilitated many administrative processes: enrollment and placement, curriculum and content, testing and achievement, evaluation (of learner, instructor and program), and reporting of results or performance. Through norm-referenced standardized tests, educators knew what the ABE levels were all about, but generally speaking were never fully satisfied with this method of conducting adult education.

In other words, adult learners have been treated as children and youth for a number of years. Basically, the ABE program has been shaped by the GED test. Though some creative ABE teachers took care of some of the personalized needs of their students, most of them stuck to the academic curriculum and skills (which may vary a little from one publishing company to another). And classes, of course, have suffered from exhaustive testing. "All they want is GED," is very often heard from the teachers. This statement is reflective of the prevalent notion among teachers and administrators. It makes the program almost an elitist one, because GED candidates can certainly be considered the "elite"--those who are most highly motivated. In the last couple of years, with efforts on the state level towards a more scientifically oriented needs assessment, there has been a growing awareness of a number of populations unreached so far by ABE programs, such as the poor, the black, the immigrants, the elderly,

and the handicapped.

In a report to the Ford Foundation, Hunter sharply criticized existing U.S. programs aimed at reducing illiteracy. One of the major findings was that only from two to four percent of the eligible population were reached by the existing programs. Publicly proclaimed goals and actual achievements were far apart, the report said. The public rhetoric of these programs is designed to secure legislation and funding from a Congress that knows little about its educationally and economically marginal constituents.

The report called for a network of neighborhood programs designed to increase literacy among the poor. Because many present programs are not relevant to the daily lives of the disadvantaged, it advised that new programs be designed with the aid of the participants themselves.

Currently, there is a mixed mood toward education in the country. Everybody talks about decline in reading skills. People are unhappy with elementary and secondary education. Employers point out example after example of high school graduates who can neither read nor write or handle numbers. The army is faced with a serious problem of functionally illiterate soldiers--they do not seem to be able to effectively operate sophisticated weaponry.

In adult education we have seen increased emphasis on adult practical literacy education, demonstrated mastery of basic and life functional skills necessary for the individual to function proficiently in society. In order to achieve more rapid reduction in the country's illiteracy rate, which is regarded as contrary to the spirit and practice of democracy, the federal administration and the individual states have devoted substantial financial and manpower resources to the problem. ABE programs continue to receive taxpayer support and interest.

TEACHERS AND TEACHING STRATEGIES IN ABE

Most ABE teachers have been trained previously as elementary and secondary school teachers and they are most knowledgeable about pedagogical concepts and techniques. Nevertheless, there has been a long history of using these teachers to help educate adults. In these situations the teachers usually use the same formal classroom strategies and setting with their adult students that they have been trained to use with children and youth, often with tragic results such as a high dropout rate, poor motivation, and disappointing performance in the classroom. Research studies document the lack of professional training in this specialized area. In-service education is the only formal training these teachers receive. Most of them are part-time teachers, and with all their enthusiasm for adult education they have no time to experiment with new teaching-learning techniques that might be more applicable and more efficient in adult learning situations.

This handbook assumes that in-service education as practiced in ABE programs is often inadequate in that it does not provide teachers an opportunity to understand and accept new adult educational concepts. If we believe that the future of ABE rests with the practitioners, then we also believe it rests with their training. With the growing body of modern adult education theory and technology, and with the society's growing concern for the undereducated adults, it becomes a pressing need to apply concepts of modern adult learning to the training of ABE teachers.

In one of the primary written sources on ABE, The Last Gamble on Education, Mezirow made significant suggestions including (a) using small learning groups (not traditional classes!) to foster attitude change in adult learners, (b) using discussion as an instructional method, and (c)

teaching coping skills. Other researchers have strongly recommended the involvement of adult learners in needs assessment and evaluation of methods, curriculum and teacher performance.

A WORD ON ABE LEARNERS

Research studies concerned with needs assessment in ABE have indicated that teachers and administrators often conclude beforehand that the ABE students don't have the ability to assess their own educational needs.* Some researchers refute this contention but do not tell us what strategies might be used by the ABE teachers to facilitate the learning towards those identified needs. It seems that there has been no research to date to indicate the ability of ABE students themselves to identify teaching strategies to achieve these needs. However, most of the past research has been done in ignorance of the research findings on self-directed learners by Allen Tough some ten years ago.

Only during the last ten or twelve years have we evolved a new model for teaching adults based on A. Tough's recent research findings regarding the unique characteristics of adults as learners. And with Knowles' book on the adult learner, titled The Adult Learner--A Neglected Species, this new educational phenomenon--the ADULT LEARNER--has come to the educational scene--irreversibly. This model has been given the label of Andragogy--the art and science of helping adults learn. So it's high time ABE caught up with Andragogy!

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*This is not surprising, as the ABE learners have been described in the literature as people with low self-concept, people with continually reinforced conviction of failure and incompetence, "prisoners of silence," even.

Why should people who have been exposed to teaching methods through years of teaching (and, also through years of being taught) now spend time and energy studying adult education methods?

They should do that for several reasons.

For one thing, the methods of adult education have been changing from the methods of traditional schooling as we have gained increased knowledge about the unique characteristics of adults as learners. Teachers who try to teach adults as they themselves were taught in school tend to be ineffective in most situations. The technology of adult education has been in a state of ferment for the past three decades. We have experienced wave after wave of innovations that tend to take on the character of fads. Some people get so enamored of one technique that they use it in every situation whether it is appropriate or not. The ability to incorporate new techniques into a growing repertoire of techniques, and then to choose the technique that is most effective for accomplishing a particular objective is a competence that separates the professionals from the amateurs in adult education. This ability grows out of an understanding of a good theory of adult education methodology.

Finally, we now have a coherent, comprehensive, and integrated theory of adult learning that requires a redefinition of the role of teacher. In traditional education the teacher has been defined as one who decides what should be learned, how it should be learned, when it should be learned, and whether it has been learned--the role of content planner, controller, transmitter, and evaluator. In the modern adult education (andragogical) model, the teacher is defined as one who designs a process and manages the procedures for helping learners to identify learning needs and then to acquire the content necessary to meet those needs--the role

of facilitator and resource person for self-directed learners. This new role requires a very different set of skills and attitudes from those of the traditional teacher.

THE PURPOSE OF THE HANDBOOK

This handbook has two major purposes:

1) To provide a resource for new ABE teachers who use the APL curriculum

2) To serve as a resource for leaders in the training program.

The handbook is not intended to be a rigid prescription for educational activities. Creative deviations are encouraged to fit the demands of different situations.

THE PURPOSE OF THE TRAINING PROGRAM

The purpose of this training experience is to help participants accomplish four broad objectives, namely to develop:

1) An understanding of the modern concepts of adult learning and how these differ from traditional concepts of youth learning.

2) An understanding of the role of educator as facilitator and resource for self-directed learners.

3) The ability to apply these concepts to the designing of learning experiences for one's self and others through the use of learning contracts.

4) To facilitate the implementation of the innovative (competency-based) State curriculum guide--Learning for Everyday Living.

A THEORETICAL FRAMEWORK

Throughout the history of the Western educational system, there has been only one model of assumptions about learners and learning--the pedagogical model, dating back to the seventh century when monastic* schools were being organized. As Malcolm Knowles has pointed out, our educational system has been ideologically committed to this model to the extent that any questioning of the model was considered heresy. This model was applied exclusively to children until well into this century, and so it became identified with the education of youth. When adult education started to become an organized part of the national educational enterprise in the early 1920s, the pedagogical model was the only model adult educators had to guide them. However, teachers of adults almost immediately learned that the model did not work well with adults. One of the reasons why it didn't work was that most adult education is voluntary and adults simply do not return to experiences in which they are treated as children. Pedagogical assumptions are no longer functional in adult education, although, we must admit, they continue to be utilized in teaching situations with adults.

Modern assumptions are needed for adult educators and adult learners in the 1980s. Teachers of adults (and, also, teachers of youth) have long

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*As novices were received into the monasteries to prepare for monastic life, it was necessary that they be taught to read and write if they were later to use and transcribe the sacred books. The teaching monks based their instruction on assumptions about what would be required to control the development of these children into obedient, faithful, and efficient servants of the church. From this origin developed the tradition of pedagogy, which later spread to the secular schools of Europe and America and, unfortunately, was much later applied even to the education of adults. Pedagogy comes from the Greek word "paid" meaning child, and "agogus" meaning leader of. So, literally, pedagogy means the art and science of teaching children.

been in need of another model, another choice. The new model--the andragogical model--emerged in the 1960s. First, Malcolm Knowles formulated his theory of andragogy* and then came Allen Tough to support it strongly with his findings. Allen Tough conducted a classic study in Ontario, Canada, based upon the question: How do adults learn naturally when they are not being taught? He had a hunch that much of traditional teaching interferes with natural learning. Andragogy continued to grow in the last fifteen years or so with the acquisition of additional data to support the theory that children and adults are significantly different kinds of learners.

Andragogical theory is based on assumptions about the nature of adults as learners in four major areas:

1) Changes in self-concept
2) The role of experience
3) Readiness to learn
4) Orientation to learning

These will be further elaborated later.

In the chart that follows both pedagogical and andragogical assumptions are presented. They should be looked upon as a continuum of assumptions rather than as child-adult dichotomies, and teachers are advised to test them out, not just to presume them.

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*Andragogy is derived from the Greek stem "aner," andros, meaning man/adult, and agogus--leader--thus being defined by Knowles as the art and science of helping adults learn. In this definition, the Greek word "aner," andros, is used as a generic term comprising the whole class, men and women.

ASSUMPTIONS

	FROM PEDAGOGY →	TO ANDRAGOGY →
PURPOSE OF EDUCATION	The purpose of education is to produce a "knowledgeable" person.	The purpose of education is to produce a competent person--one who can apply knowledge and skill in performance.
EDUCATION AND TRAINING (as a process)	Education is a process of transmission of knowledge/content and skills from a teacher to a student; it is often interpreted as doing something to people.	Education is a process of acquisition of knowledge, skills, and attitudes by a learner with help from a facilitator and resource persons; education (and training) is a process of self-development through collaborative inquiry.
LEARNER	The student is an "empty vessel" to be filled with knowledge predetermined by the teacher. Learner is regarded as a dependent personality.	Learners are regarded as increasingly self-directed human beings.
ROLE OF TEACHER	The role of the teacher is that of transmitter of content and controller of rewards and punishments.	The role of the teacher is that of a facilitator and resource to self-directed learners.
MOTIVATION OF LEARNERS	Learning will not occur in the absence of extrinsic motivations; there is doubt that adults will learn without externally applied pressure.	Learning is enhanced when propelled by intrinsic motivations. Andragogues have faith that adults want to improve themselves--that they are motivated enough to identify a learning need and will seek learning experiences to meet that need. "What do I need to learn to be a teacher of adults?"

ASSUMPTIONS, continued

	FROM PEDAGOGY →	TO ANDRAGOGY
CLIMATE FOR LEARNING	Pedagogues pay little attention to climate; they are satisfied with climate of cold formality, competitiveness, one-way communication, teacher dominance.	Andragogues place great emphasis on establishing a climate conducive to learning--one of warmth, mutual respect, caring trust, informality.
LEARNING ENVIRONMENT	Learning takes place most effectively in a formal classroom.	Learning takes place most effectively when learning resources of a wide variety are accessible to learners at their convenience in time and place.
NEEDS ASSESSMENT	Teachers determine for the learners what they need to learn through needs assessment procedures in which the learners have no part.	Teachers engage the learners in diagnosing their own needs for learning (assessing the gaps between where they are and where they want to be).
LEARNING GOALS	Teachers formulate learning goals for the learners, usually in terms of terminal behavioral objectives.	Teachers engage learners in formulating learning goals in terms that are meaningful to them.
TEACHING STRATEGIES AND TECHNIQUES	Teachers develop a plan for transmitting units of content according to a logical sequence with the old-fashioned lesson plan as the model. They select speakers, package programs, assigned readings, audio-visual aids, etc., that will most effectively transmit content.	Teachers develop a sequence of learning experiences that takes into account both group similarities and individual differences, with the organizing principle being a learning project. They select techniques and materials that engage learners in an active process of self-directed inquiry.
EVALUATION	Teachers evaluate learners on the basis of normative criteria.	Teachers engage learners in a mutual process of evaluation based on performance criteria.

ASSUMPTIONS ABOUT LEARNERS

(as derived from andragogical theory)

This handbook makes certain assumptions about adults as learners and the learning process that have some implications for what you do and how you will use the workshop leader(s) and resource materials.

First, about you as an adult learner, it assumes:

(1) That you have the self-concept of being an adult, and therefore you have the desire and capability of taking responsibility for planning and managing your own learning--with help, of course, from peers, workshop participants, and workshop leaders and other helpers. It further assumes that what you learn through your own initiative you will learn more effectively than what you learn through imposition by others.

(2) That you bring with you into this activity a rich background of experience that is a valuable resource both for your own learning and for the learning of others in the workshop(s). It further assumes that your experience is different from the experiences of the other members of the group (workshop participants), and that therefore your combined experiences represent a rich pool of resources for one another's learning.

(3) That you are readiest to learn those things that you perceive will contribute to your preparing more effectively for your life tasks and to your achieving a higher level of your potential. It further assumes that the handbook itself, the leader and other facilitators have an obligation to help you see how the content of the workshop can help you perform more effectively as a teacher of adults.

(4) That you and every other member of the group (workshop participants) are unique, with your own styles and paces of learning, outside

commitments and pressures, goals, and internal motivations and that therefore your learning plans and strategies must be highly individualized.

Next, the handbook assumes that learning is an internal process with the locus of control of that process residing in the learner, but that this process can be facilitated by outside helpers. It further assumes that there are certain conditions that are more conducive to learning than others, and that these superior conditions are produced by practices in the learning-teaching transaction that adhere to certain superior principles of teaching. These principles are described below.

PRINCIPLES OF TEACHING*

1. The effective facilitator exposes the learners to new possibilities for self-fulfillment.
2. The effective facilitator helps the learners clarify their own aspirations for improved performance.
3. The effective facilitator helps the learners diagnose the gaps between their aspirations and their present level of performance.
4. The effective facilitator provides physical conditions that are comfortable (as to seating, temperature, ventilation, lighting, decoration) and conducive to interaction (circle or small groups at tables).
5. The effective facilitator accepts the learners as persons of worth and respects their feelings and ideas.
6. The effective facilitator builds relationships of mutual trust and helpfulness with and among the learners by encouraging

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*Adapted from The Modern Practice of Adult Education by M. S. Knowles, 1970, pp. 52-53.

cooperative activities and discouraging competitiveness and judgmental procedures.

7. The facilitators expose their own feelings and contribute their resources in the spirit of mutual inquiry.
8. The facilitators involve the students in a natural process of formulating learning objectives in which the needs of the learners, of the facilitators, of the institution, of the subject matter, and of society are taken into account.
9. The facilitators shape the experience by making options available in designing learning experiences and the selection of methods and materials and involve the learners in deciding among these options jointly.
10. The facilitators help the students organize themselves (project teams, field projects, etc.) to share responsibility in the process of mutual inquiry.
11. The facilitators help the learners exploit their own experiences as resources for learning through such techniques as group discussion, case method, etc.
12. The facilitators gear the presentation of their own resources to the levels of experience of the learners.
13. The facilitators help the learners to apply new learnings to their personal experiences, and thus to make the learnings more relevant and integrated.
14. The facilitators involve the learners in assessing mutually acceptable progress toward the learning objectives.
15. The facilitators help the learners develop and apply procedures for self-evaluation according to their criteria.

In accordance with these assumptions, this handbook employs a competency-based, self-directed learning approach.

PREPARATORY ACTIVITIES

The value of the first meeting with the trainer-facilitator and other resource persons will be greatly enhanced if you accomplish the following tasks before the first meeting:

1. Read Part I (pages 7-28) of Self-Directed Learning by M. Knowles so as to have at least a beginning grasp of what is involved in your having a high degree of responsibility for your own learning.
2. Scan the basic references so as to get a broad overview of the territory to be covered in the program:
   (A) M. Knowles, The Modern Practice of Adult Education, especially Chapter 11.
   (B) G. Grant, "Implications of Competence-Based Education" (pages 1-48) in On Competence--A Critical Analysis of Competence-Based Reforms in Higher Education.
   (C) C. St. John Hunter and D. Harman, Adult Illiteracy in the United States, especially Chapters 1 and 4.
   (D) J. Mezirow, et. al., Last Gamble on Education, Part 1 and Part 2.
   (E) Introduction to this handbook.

PROCESS DESIGN

for

PRE-SERVICE TRAINING OF ABE TEACHERS

This design assumes that there will be four sessions (workshops), each requiring a full day, preferably Saturday.* The same general design, with the same components, can be used for longer workshops allowing more time to go into more depth in each component.

Regarding the time needed between the workshops, some recommendations are offered:

1) Due to their nature, the first two workshops should be close together, so a week or two should be the period of time in between them.
2) More time will be needed between the third and fourth workshops, as the participants need time to complete their tasks.
3) Also, a recommendation is made that the first workshop be conducted a week before classes start.

Preliminary activities before the first work session include registration, dispensing the package of handouts (the handbook), welcoming the participants at the designated location, reviewing the objectives and introducing the leader-facilitator. (These activities are not described below).

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*Because most ABE teachers work at schools, and ABE is part-time for them.

FIRST SESSION (WORKSHOP)

on

ANDRAGOGY, SELF-DIRECTED LEARNING AND CONTRACT LEARNING

The major purpose of this workshop is to help participants develop:

1. An understanding of the concept of self-directed learning
2. An understanding of the concept of contract learning
3. The effective use of small groups to promote peer learning
4. Skills in diagnosing their learning needs and designing their learning contracts.

8:30-9:30 a.m.* **Climate-Setting Exercise**

The workshop leader will explain the importance of creating a climate that is conducive to learning--a climate that is characterized by mutual respect, warmth and supportiveness of relationships, active participation, collaboration rather than competition and acknowledgement of the concerns and interests of the learners--as a prerequisite for effective learning to take place.

Since this is a new experience to the participants, it would not be fair just to throw them into the strange waters of self-directed learning and expect that they can swim. They need some preparation for this. So, the leader opens the self-directed learning activity with an orientation session.

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*Time limits are suggested, but should not be followed rigidly.

(1) The leader asks the participants to form themselves into groups of three to five persons (preferably with people they don't already know well) and

(2) share these things within each group:

a) Their "WHATS"--what they are--in terms of their present work roles and previous experience.

b) Their "WHOS"--who they are--one thing about themselves that will enable others to see them as unique human beings, different from everyone else in the room.

c) Any special resources which are relevant to this workshop--gained through previous experiences or study--that would be useful for others to know about.

d) Any concerns, problems, curiosities, special interests or issues that they are hoping to have this workshop deal with.

The leader makes a self-introduction by giving this information about himself/herself first (role-modelling what he/she expects from the participants). When he/she senses that the groups have completed this task, he/she invites one member for each group (reporter) to summarize the concerns and problems that were expressed. In this manner the information is retrieved.

9:30-9:45 a.m. Break

9:45-11:00 a.m. **Orientation to Handbook**

(1) The leader skims through the handbook with the participants, points out definitions, charts and appendices;

(2) discusses the world problem of illiteracy, illiteracy in the U.S., and the efforts that are being made towards its eradication.

11:00 a.m. - 12:00 p.m. **Presentation of Andragogical Model**

(1) The leader hands out the chart (Appendix A, page 42) with andragogical and pedagogical assumptions. It represents the theoretical framework for self-directed learning. An opaque projector is used so the participants can follow along.

(2) The leader shares with the participants where he/she comes from as regards adult learning, and

(3) engages with them in

a) a dialogic presentation of the two sets of assumptions,

b) the main findings of recent research about the characteristics of adults as learners,

c) reviews the process elements of the two models (Appendix B, page 43). The participants are encouraged to test the theory of andragogy in the light of their own experience, and to adopt only those aspects that make sense to them.

12:00-1:00 p.m. **Lunch**

1:00-1:30 p.m. Group Meetings

After lunch the participants get back into small groups (they can form new table groups) to apply the model to the problems and concerns they generated in their earlier meetings. They pool questions requiring clarification and further examination from the leader.

1:30-2:30 p.m. The leader responds to group's questions. This should be a lively dialogue about the problems and obstacles they expect to confront if they attempt to introduce the andragogical model in the back-home situation.

2:30-2:45 p.m. Break

2:45-3:30 p.m. Diagnosis of Learning Needs (Skill-Practice Exercises)

(1) The leader introduces the concept of competency-based education. Definition of competency is referred to in the guidelines (Appendix D, page 49). Also, they are referred back to assumptions in the Introduction to the handbook. The participants learn that a different set of skills is required for self-directed learning from those required in learning from a teacher.

(2) Then the leader engages them in one of their exercises designed to develop such skills as diagnosing one's own needs for learning. They make a self-rating of their competency-development needs, using the competency model (Learning Need Diagnostic Guide) in

Appendix C, page 44. They do not have to go through the whole model. The leader checks to make sure everybody has found at least one competency in which there is a discrepancy between the "P" and "R".* If more time is needed to get everybody to that point, the leader gives them another five or ten minutes.

3:30-4:00 p.m. Orientation to Contract Learning

The leader introduces the Guidelines (Appendix D, page 49) to contract learning and a sample contract (Appendix E, page 56) and encourages the participants to read the guidelines. The leader explains how to construct a learning contract (Appendix F, page 57).

4:00-4:30 p.m. Formative Evaluation

(1) The leader asks the participants to go back into their table groups, choose one person to be its recorder, and then agree on three to four evaluative statements they would like to make to the leader, the sponsors, and the group as a whole, (e.g., What do you think you have learned in this experience? How do you feel about the process that was used? What suggestions would you like to make for the next workshop?) If some participants do not agree on a given statement, recorder will indicate how many

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*The technique of self-rating is explained and demonstrated in Appendix H (page 68).

agree and how many don't. The leader asks the recorders to turn in sheets with their statements at the end of the period.

(2) The leader suggests (or recommends) that participants organize into informal "learning networks" of from three to five persons to give one another support in the back-home situation. The leader also asks them to keep track of any problems regarding the use of learning contracts in their back-home situations that they want to raise with him/her.

(3) The leader explains that the participants are expected to complete their Learning Need Diagnostic Guide (Appendix C, page 44) and work on the first draft of their learning contract before returning for their second workshop. They will come to the second workshop with the learning contract draft.

SECOND SESSION (WORKSHOP)

The major purpose of this workshop is to help participants

1) get further assistance and support in filling out the learning contract
2) learn from peers (through group discussion, networking and consultative teams)
3) use the workshop leader as a resource person
4) share their experiences and products.

9:00-10:00 a.m. An educational film is selected for viewing and group discussion.

(1) The leader introduces the film "What if You Couldn't Read?" Then the participants

(2) view the film. This is followed up by

(3) a group discussion (in which the whole group participates) led by the workshop leader. This particular movie lends itself to a fruitful discussion (changes in person through developing new skills and attitudes and how it affects the relationship of the spouses). The facilitator sets up conditions for this educational experience (such as those discussed under climate setting). Most importantly he/she raises questions pertaining to the film which was shown (e.g., Was the man in the film a self-directed and capable person before he began his literacy education? or, What changes do you see in the man after his literacy training? Are the changes seen in him only in the

area of skills such as computation, writing, etc.? or, Why is his wife nostalgic about those times when she was doing forms and bills for him?)

10:00-10:15 a.m. Break

10:15-11:15 a.m. Reviewing the First Draft of the Learning Contract in Groups

It is to be expected that the participants in the first workshop have experienced some anxiety while working on their learning contract in the back-home situation. This anxiety or frustration was anticipated simply because most of the learners were working on a personal learning contract for the first time, that is, perhaps for the first time in their lives they have been asked to take this degree of responsibility for their own learning. Now is the time they should get further support and assistance from their peers and the workshop leader. It is hoped that learning networks have been active and in consultation with the facilitator during the period between the first and second workshops.

(1) The facilitator asks the participants to form groups of three people--"consultative teams"--to review one another's learning contract. First,

(2) they will help one another check out how realistic their ratings are on the Learning Need Diagnostic Guide. Then the

(3) teams review the draft contract of each of its members and make helpful suggestions. The leader is acting as resource person between groups. It is assumed that "consultative teams" will find out where each member is encountering problems with his/her learning contract (such as difficulty in stating objectives clearly, locating resources for learning, evaluating the accomplishments, etc.)

11:15 a.m. - 12:00 p.m. **The Learners (Participants) Raise Questions About Their Contracts**

The participants are brought back into a large group to raise questions and identify concerns related to their work on the learning contract. This is an opportunity for participants to identify and use the workshop leader-facilitator as a resource for them. They identify those objectives for which the leader is their resource so they can extract information from him in order to fulfill the learning contract. The leader responds to group's questions.

12:00-1:00 p.m. **Lunch**

1:00-1:30 p.m. **Continuation of Question/Answer Session**

If the learners need more time for questions and issues related to the writing of the learning contract, twenty to thirty more minutes are allotted to that.

1:30-2:15 p.m. **Sharing Experiments**

The participants are invited to share (classroom) experiments and materials that they have discovered or developed by working on a new model in the back-home situation. This is done in small groups.

2:15-2:30 p.m. **Break**

2:30-3:30 p.m. A reporter for each group summarizes the 1:30-2:15 discussion.

3:30-4:00 p.m. The leader introduces the APL--Learning for Everyday Living Curriculum and the handouts on the program. Arrangements can be made on this occasion to introduce the resource person(s) in charge of the third workshop and have him/her introduce the new curriculum.

4:00-4:30 p.m. **Formative Evaluation**

The facilitator suggests that participants write down answers to the following three questions:

1) What do you think you have learned in this workshop?

2) How do you feel about the process that was used in the workshop?

3) What suggestions would you like to make for the next workshop?

THIRD SESSION (WORKSHOP)

TRAINING IN APL (ADULT PERFORMANCE LEVEL) CURRICULUM

The major purpose of the workshop is to introduce an APL program (life skills curriculum) in order to meet the needs of some special target populations (the poor, the elderly, ESL learners, and the immigrants).

8:30-9:30 a.m. Introduction to the APL Concept

(1) The leader shares with the participants the research findings of Northcutt and others at the University of Texas. The participants view

(2) a slide-tape presentation, "Functional Competency in the U.S.," developed by the APL Project, Texas, which helps them identify some competencies essential to functioning in today's society. Northcutt and associates developed a new curriculum based on the life situations people seemed to have the most trouble with, such as getting work and holding a job, buying things and managing one's economic life, maintaining health, parenting, etc. By using different content and skill areas, and different (than academic) reading materials, the curriculum is more likely than traditional programs to respond to the real needs of adult learners.

9:30-9:45 a.m. Break

9:45-1100 a.m. **Introduction to Learning for Everyday Living**

The leader uses a lecture-discussion format to introduce the State curriculum guide which is based on the APL research.

11:00 a.m. - 12:00 p.m. **Where To Find Life-Related Materials**

(1) The leader uses a slide-tape presentation "Scouting the Community for Materials" to help participants understand that there are resources in their communities.

(2) He engages them in a discussion on how to adapt materials for use in teaching-learning situations with adult students.

12:00-1:00 p.m. **Lunch**

1:00-1:30 p.m. **How To Organize Life-Related Materials**

(1) The leader discusses with the participants some principles of how the materials can be organized.

(2) The participants are encouraged to take time to browse through sample materials.

1:30-2:30 p.m. **Ways of Identifying Learner Needs and Interests**

The leader uses various techniques and different devices (lecture/discussion, ways of testing, student interest checklist) for the purpose of demonstrating life-related materials to help students develop basic skills of reading, writing, spelling, listening, computation, interpersonal relations, problem solving.

2:30-2:45 p.m. Break

2:45-3:30 p.m. How To Keep It All Together in the Learning Center or Classroom

Small group discussion format is used. First, the leader makes an introductory comment. Then he gives out an activity discussion sheet to initiate discussion in the groups.

3:30-4:00 p.m. Selective Use of the APL Approach with Specific Target Populations

The leader discusses with participants possibilities of selective application of content and skill areas (in the new curriculum) to meet the needs of different clientele (e.g., it is assumed that health, consumer economics, community resources might be more relevant to the elderly and therefore, preference should be given by teachers to these areas in teaching-learning situations with this particular audience). By the same token, it is assumed that areas such as occupational knowledge, government and law, would be more relevant to the ESL learners and immigrants.

4:00-4:30 p.m. Develop Action Plans and Evaluation

After dinner: Movie: "The Pride of Jesse Hillam" (if arrangements can be made).

FOURTH SESSION (WORKSHOP)

The major purpose of this workshop is (1) to discuss (in small groups as well as in an open forum) difficulties, obstacles and problems encountered in the process of fulfilling their learning contracts; (2) to share their experiences in applying the andragogical model to teaching.

9:00-10:30 a.m. Progress Report on Fulfillment of Learning Contracts

(1) The leader suggests that participants get into groups of three. One person from each group will give a summary.

(2) Then, the participants are asked to review each other's learning contract and identify:

a) how many objectives they have

b) what kind of objectives

c) how many objectives were not accomplished

d) why the objectives have not been accomplished

e) what difficulties were encountered

(3) The reporter from each group gives a summary.

(4) After this, common problems are discussed in an open forum led by the leader-facilitator.

10:30-10:45 a.m. Break

10:45 a.m. - 12:00 p.m. Presentation of whatever evidence they have by that time of fulfillment of learning contracts. The leader asks the participants to go back in the small groups to

(1) critique the kind of evidence the participants use

in small groups (for about twenty minutes).

(2) The leader now suggests that the participants get into an open forum where he/she becomes a resource person responding to everybody. The participants raise questions and the leader responds to the questions.

12:00-1:00 p.m. Lunch

1:00-2:15 p.m. Sharing experiences in trying to apply andragogical model to teaching.
Facilitator-leader leads an open forum and participants volunteer to share their experiences in applying andragogical concepts and strategies in the back-home situation.

2:15-2:30 p.m. Break

2:30-3:30 p.m. Identifying problems and obstacles they need help on, and pooling of suggestions for dealing with them.
Facilitator leads an open forum and responds to the problems and obstacles identified by the participants. He/she encourages sharing of problems concerning any aspect of the application of the new approach (andragogical model, the competency-based curriculum, etc.). He/she encourages participants to engage in collaborative planning for the solving of problems raised and planning on maintaining the learning networks they already established.

3:30-4:30 p.m. **Summative Evaluation**

A) Oral evaluation. (They can use the same mode that was used in the first workshop).

B) Written. Two instruments are available (see examples, Appendices G-1 and G-2, pages 58 and 64, respectively.

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APPENDIX A

THE ASSUMPTIONS OF THE PEDAGOGICAL AND ANDRAGOGICAL MODELS OF LEARNING

About:	PEDAGOGICAL	ANDRAGOGICAL
CONCEPT OF THE LEARNER	Dependent personality.	Increasingly self-directing.
ROLE OF LEARNER'S EXPERIENCE	To be built on more than used as a resource.	A rich resource for learning by self and others.
READINESS TO LEARN	Uniform by age level and curriculum.	Develops from life tasks and problems.
ORIENTATION TO LEARNING	Subject-centered.	Task- or problem-centered.
MOTIVATION	By external rewards and punishments.	By internal incentives, curiosity.

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek words paid (meaning child) and agogus (meaning guide or leader)--thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "andragogy," from the Greek word aner (meaning adult)--thus being defined as the art and science of helping adults learn.

APPENDIX B

THE PROCESS ELEMENTS OF THE PEDAGOGICAL

AND

ANDRAGOGICAL MODELS OF LEARNING

ELEMENTS	PEDAGOGICAL	ANDRAGOGICAL
CLIMATE	Tense, low trust. Formal, cold, aloof. Authority-oriented. Competitive, judgmental.	Relaxed, trusting. Mutually respectful. Informal, warm. Collaborative, supportive.
PLANNING	Primarily by teacher.	Mutually by learners and facilitator.
DIAGNOSIS OF NEEDS	Primarily by teacher.	By mutual assessment.
SETTING OF OBJECTIVES	Primarily by teacher.	By mutual negotiation.
DESIGNING OF LEARNING PLANS	Teacher plans content. Course syllabus. Logical sequence.	Teacher and learner plan learning contracts. Teacher and learner plan projects which are sequenced by readiness.
METHODOLOGY OF LEARNING ACTIVITIES	Transmittal techniques. Assigned readings.	Inquiry projects. Independent study. Experiential technique.
EVALUATION	By teacher. Norm-referenced (on a curve). With grades.	By learner-collected evidence validated by peers, facilitators, experts. Criterion-referenced.

APPENDIX C

ESSENTIAL COMPETENCIES

(Learning Need Diagnostic Guide)

I. As a learning facilitator:

* Ability to describe and apply modern concepts and research findings regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners. 0 1 2 3 4 5

* Ability to describe the differences in assumptions about youths and adults as learners and the implications of these differences for teaching. 0 1 2 3 4 5

* Ability to assess the effects of forces impinging on learners from the larger environment (groups, organizations, cultures) and to manipulate them constructively. 0 1 2 3 4 5

* Ability to describe the various theories of learning and assess their relevance to particular adult learning situations. 0 1 2 3 4 5

* Ability to conceptualize and explain the role of teacher as a facilitator and resource person for self-directed learners. 0 1 2 3 4 5

* Ability to describe the difference between a content plan and a process design. 0 1 2 3 4 5

* Ability to design learning experiences for accomplishing a variety of purposes that take into account individual differences among learners. 0 1 2 3 4 5

* Ability to engineer a physical and psychological climate of mutual respect, trust, openness, supportiveness, and safety. 0 1 2 3 4 5

* Ability to establish a warm, empathic, facilitative relationship with learners of all sorts. 0 1 2 3 4 5

* Ability to engage learners responsibly in self-diagnosis of needs for learning. 0 1 2 3 4 5

- ★ Ability to engage learners in formulating objectives that are meaningful to them. 0 1 2 3 4 5
- ★ Ability to involve learners in the planning, conducting, and evaluating of learning activities appropriately. 0 1 2 3 4 5
- ★ Ability to explain the conceptual difference between didactic instruction and self-directed learning. 0 1 2 3 4 5
- ★ Ability to design and conduct one-hour, three-hour, one-day, and three-day learning experiences to develop the skills of self-directed learning. 0 1 2 3 4 5
- ★ Ability to describe the range of methods or formats for organizing learning experiences. 0 1 2 3 4 5
- ★ Ability to describe the range of techniques available for facilitating learning. 0 1 2 3 4 5
- ★ Ability to identify the range of materials available as resources for learning. 0 1 2 3 4 5
- ★ Ability to provide a rationale for selecting a particular method, technique, or material for achieving particular educational objectives. 0 1 2 3 4 5

II. As an ABE teacher:

- ★ Recognizes the importance of dealing with students as a friend and advisor. 0 1 2 3 4 5
- ★ Is sensitive to ethnic differences. 0 1 2 3 4 5
- ★ Believes in the effectiveness of group energy and group action and its special relevance for adults. 0 1 2 3 4 5
- ★ Has an open mind and is willing to accept ideas of others. 0 1 2 3 4 5
- ★ Enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students. 0 1 2 3 4 5
- ★ Believes that adults can learn if motivated and given sufficient time. 0 1 2 3 4 5
- ★ Develops empathy toward those who live in conditions of poverty. 0 1 2 3 4 5

★ Explains how the democratic process is applied to everyday life.	0 1 2 3 4 5
★ Demonstrates and gives examples of concepts and principles.	0 1 2 3 4 5
★ Develops generalizations supported by facts and applies generalization to specific situations.	0 1 2 3 4 5
★ Humanizes the learning process.	0 1 2 3 4 5
★ Believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.	0 1 2 3 4 5
★ Believes that negative attitudes toward learning can be changed to positive attitudes.	0 1 2 3 4 5
★ Describes the social structure of the local community as it relates to ABE students.	0 1 2 3 4 5
★ Helps students identify needs and goals.	0 1 2 3 4 5
★ Describes characteristics of the adult learner.	0 1 2 3 4 5
★ Constructs informal reading inventories.	0 1 2 3 4 5
★ Chooses standardized achievement tests.	0 1 2 3 4 5
★ Constructs informal tests and measurement techniques to evaluate student achievement.	0 1 2 3 4 5
★ Makes arrangements for and conducts field trips.	0 1 2 3 4 5
★ Uses humor in classroom.	0 1 2 3 4 5
★ Helps students learn and use the methods and tools of problem-solving.	0 1 2 3 4 5
★ Teaches the student to use the scientific method.	0 1 2 3 4 5
★ Gives instruction to students to improve word attack and reading comprehension skills.	0 1 2 3 4 5
★ Knowledge of the anxieties about learning that are specific to women and other identifiable groups.	0 1 2 3 4 5
★ Knowledge of the reasons why an adult participates in educational programs.	0 1 2 3 4 5

* Motivates adults.	0 1 2 3 4 5
* Knowledge of the language experience approach in teaching reading.	0 1 2 3 4 5
* Knowledge of the psychological factors which affect learning.	0 1 2 3 4 5
* Knowledge of agencies found within the community that can assist the students.	0 1 2 3 4 5
* Knowledge of the more widely used and usable ABE materials.	0 1 2 3 4 5
* Interprets national, state and local objectives of adult basic education.	0 1 2 3 4 5
* Explains the processes involved in group or community change.	0 1 2 3 4 5
* Identifies the philosophic base of adult education and interprets its various aspects in American society.	0 1 2 3 4 5
* Believes in a responsive and responsible citizenry.	0 1 2 3 4 5
* Has confidence in her/his ability as a teacher.	0 1 2 3 4 5
* Has knowledge of the historic and contemporary approaches to literacy.	0 1 2 3 4 5
* Has knowledge of the nature of the literacy problem in the U.S.	0 1 2 3 4 5
* Explains the difference between teaching children and teaching adults.	0 1 2 3 4 5
* Finds reasons for low self-concepts of individual students.	0 1 2 3 4 5
* Analyzes ways in which environment has conditioned the learner.	0 1 2 3 4 5
* Interprets the social characteristics of undereducated adults.	0 1 2 3 4 5
* Relates to the differences in people.	0 1 2 3 4 5
* Raises students' self-concepts.	0 1 2 3 4 5
* Identifies some of the causes of discrimination.	0 1 2 3 4 5

* Identifies the needs of individual learners.	0 1 2 3 4 5
* Believes there is potentiality for growth in people.	0 1 2 3 4 5
* Believes in freedom of thought and expression.	0 1 2 3 4 5
* Is challenged by the needs of students.	0 1 2 3 4 5
* Has accepted the fact that there are differences between children and adults as learners.	0 1 2 3 4 5
* Knowledge of the economically disadvantaged and various ethnic groups.	0 1 2 3 4 5
* Knowledge of the impact of prior educational experiences and failures upon the undereducated adult.	0 1 2 3 4 5
* Knowledge of the effect(s) of discrimination upon the self-concept of the ABE student.	0 1 2 3 4 5
* Has knowledge about adult home life skills and consumer education.	0 1 2 3 4 5
* Has knowledge of functional reading word lists.	0 1 2 3 4 5
* Has knowledge of the fundamental skills of communication--reading, writing, spelling, and listening--as well as other elements of effective oral and written expression.	0 1 2 3 4 5
* Interprets and uses a functional model of the curriculum.	0 1 2 3 4 5

APPENDIX D

SOME GUIDELINES FOR THE USE OF LEARNING CONTRACTS IN FIELD-BASED LEARNING

Why Use Learning Contracts?

One of the most significant findings from research about adult learning (e.g., Allen Tough's The Adult's Learning Projects, Ontario Institute for Studies in Education, Toronto, 1971) is that when adults go about learning something naturally (as contrasted with being taught something), they are highly self-directing. Evidence is beginning to accumulate, too, that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught.

Those kinds of learning that are engaged in for purely personal development can perhaps be planned and carried out completely by an individual on his own terms and with only a loose structure. But those kinds of learning that have as their purpose improving one's competence to perform in a job or in a profession must take into account the needs and expectations of organizations, professions, and society. Learning contracts provide a means for negotiating a reconciliation between these external needs and expectations and the learner's internal needs and interests.

Furthermore, in traditional education the learning activity is structured by the teacher and the institution. The learner is told what objectives he is to work toward, what resources he is to use and how (and when) he is to use them, and how his accomplishment of the objectives will be evaluated. This imposed structure conflicts with the adult's deep psychological need to be self-directing and may induce resistance, apathy, or withdrawal. Learning contracts provide a vehicle for making

the planning of learning experiences a mutual undertaking between a learner and his helper, mentor, teacher, and often, peers. By participating in the process of diagnosing his needs, formulating his objectives, identifying resources, choosing strategies, and evaluating his accomplishments, the learner develops a sense of ownership of (and commitment to) the plan.

Finally, in field-based learning particularly, there is a strong possibility that what is to be learned from the experience will be less clear to both the learner and the field supervisor than what work is to be done. There is a long tradition of field-experience-learners being exploited for the performance of menial tasks. The learning contract is a means for making the learning objectives of the field experience clear and explicit for both the learner and the field supervisor.

How Do You Develop a Learning Contract?

Step 1: Diagnose your learning needs.

A learning need is the gap between where you are now and where you want to be in regard to a particular set of competencies.

You may already be aware of certain learning needs as a result of a personal appraisal process or the long accumulation of evidence for yourself of the gaps between where you are now and where you would like to be.

If not (or even so), it might be worth your while to go through this process: First, construct a model of the competencies required to perform excellently the role (e.g., parent, teacher, civic leader, manager, consumer, professional worker, etc.) you are concerned about. There may be a competency model already in existence that you can use as a thought-starter and checklist; many professions are developing such models. If not, you can build your own, with help from friends, colleagues, supervisors,

and expert resource people. A competency can be thought of as the ability to do something at some level of proficiency, and is usually composed of some combination of knowledge, understanding, skill, attitude, and values. For example, "ability to ride a bicycle from my home to the store" is a competency that involves some knowledge of how a bicycle operates and the route to the store; an understanding of some of the dangers inherent in riding a bicycle; skill in mounting, pedaling, steering, and stopping a bicycle; an attitude or desire to ride a bicycle; and a valuing of the exercise it will yield. "Ability to ride a bicycle in cross-country race" would be a higher-level competency that would require greater knowledge, understanding, skill, etc. It is useful to produce a competency model even if it is crude and subjective because of the clearer sense of direction it will give you.

Having constructed a competency model, your next task is to assess the gap between where you are now and where the model says you should be in regard to each competency. You can do this alone or with the help of people who have been observing your performance. The chances are that you will find that you have already developed some competencies to a level of excellence, so that you can concentrate on those you haven't. An example of a part of a competency model showing how needs have been diagnosed is contained in Appendix H.

Step 2: Specify your learning objectives.

You are now ready to start filling out the first column of the learning contract, "Learning Objectives." Each of the learning needs diagnosed in Step 1 should be translated into a learning objective. Be sure that your objectives describe what you will learn, not what you will do. State them in terms that are most meaningful to you--content acquisition, terminal

behaviors, or directions of growth.

Step 3: Specify learning resources and strategies.

When you have finished listing your objectives, move over to the second column of the contract, "Learning Resources and Strategies," and describe how you propose to go about accomplishing each objective. Identify the resources (material and human) you plan to use in your field experience and the strategies (techniques, tools) you will employ in making use of them. Here is an example:

Learning Objective	Learning Resources and Strategies
Improve my ability to organize my work efficiently so that I can accomplish 20 percent more work in a day.	1. Find books and articles in library on how to organize your work and manage time and read them. 2. Interview three executives on how they organize their work, then observe them for one day each, noting techniques they use. 3. Select the best techniques from each, plan a day's work, and have a colleague observe me for a day, giving me feedback.

Step 4: Specify evidence of accomplishment.

After completing the second column, move over to the third column, "Evidence of Accomplishment of Objectives," and describe what evidence you will collect to indicate the degree to which you have achieved each objective. Perhaps the following examples of evidence for different types of objectives will stimulate your thinking about what evidence you might accumulate:

Type of Objective	Examples of Evidence
Knowledge	Reports of knowledge acquired, as in essays, examinations, oral presentations, audio-visual presentations; annotated bibliographies.
Understanding	Examples of utilization of knowledge in solving problems, as in action projects, research projects with conclusions and recommendations, plans for curriculum change, etc.
Skills	Performance exercises, video-taped performances, etc., with ratings by observers.
Attitudes	Attitudinal rating scales; performance in real situations, role playing, simulation games, critical incident cases, etc., with feedback from participants and/or observers.
Values	Value rating scales; performance in value clarification groups, critical incident cases, simulation exercises, etc., with feedback from participants and/or observers.

Step 5: Specify how the evidence will be evaluated.

After you have specified what evidence you will gather for each objective in column three, move over to column four, "Criteria and Means for Validating Evidence." For each objective, first specify what criteria you propose the evidence will be judged by. The criteria will vary according to the type of objective. For example, appropriate criteria for knowledge objectives might include comprehensiveness, depth, precision, clarity, authentication usefulness, scholarliness, etc. For skill objectives more appropriate criteria may be poise, speed, flexibility, gracefulness, precision, imaginativeness, etc. After you have specified the criteria, indicate the means you propose to use to have the evidence

judged according to these criteria. For example, if you produce a paper or report, who will you have read it and what are their qualifications? Will they express their judgments by rating scales, descriptive reports, evaluative reports, or how? One of the actions that helps to differentiate "distinguished" from "adequate" performance in self-directed learning is the wisdom with which a learner selects his or her validators.

Step 6: Review your contract with consultants.

After you have completed the first draft of your contract, you will find it useful to review it with two or three friends, supervisors, or other expert resource people to get their reactions and suggestions. Here are some questions you might have them ask about the contract to get optimal benefit from their help:

-- Are the learning objectives clear, understandable, and realistic; and do they describe what you propose to learn?
-- Can they think of other objectives you might consider?
-- Do the learning strategies and resources seem reasonable, appropriate, and efficient?
-- Can they think of other resources and strategies you might consider?
-- Does the evidence seem relevant to the various objectives, and would it convince them?
-- Can they suggest other evidence you might consider?
-- Are the criteria and means for validating the evidence clear, relevant and convincing?
-- Can they think of other ways to validate the evidence that you might consider?

Step 7: Carry out the contract.

You now simply do what the contract calls for. But keep in mind that as you work on it you may find that your notions about what you want to learn and how you want to learn it may change. So don't hesitate to revise your contract as you go along.

Step 8: Evaluation of your learning.

When you have completed your contract you will want to get some assurance that you have in fact learned what you set out to learn. Perhaps the simplest way to do this is to ask the consultants you used in Step 6 to examine your evidence and validation data and give you their judgment about their adequacy.

APPENDIX E

SAMPLE LEARNING CONTRACT (partial)

Learner: Jeremy Patterson

Learning experience: Th. & Prac. of Ad. Ed. Methodology

What are you going to learn (objectives)?	How are you going to learn it (resources and strategies)?	Target date for completion	How are you going to know that you learned it (evidence)?	How are you going to prove that you learned it (verification)?
1. To develop the ability to describe the differences between youth and adults as learners and the implications for learning and teaching.	Read references cited in Inquiry Unit 1.2. Interview 3 people from each age group: 6-10, 15-18, 19-22, 30-35, 45-50, 65-70.	Feb. 28	Make a videotape presentation of the differences and their implications.	Have videotape rated on a scale of 0-10 by 3 educational psychologists and 3 experienced teachers. Mean rating of 8.5 will be verification.
2. Skill in designing learning experiences that will accomplish a variety of purposes for several different kinds of learners.	Read references cited in Units 1.2 and 1.3.	March 16	Design (1) a one-day workshop for supervisors on delegating authority; (2) a 10-week course for school drop-outs on job-hunting; (3) a 20-week course on Understanding the Bible.	Have the designs rated by a supervisory trainer, a vocational educator, and a religious educator in terms of their feasibility, excellence of content, and involvement of learners.
3. Greater ability to select methods, techniques, and materials for accomplishing a variety of educational objectives and explaining my rationale for selecting them.	Read references cited in Units 2.1 and 2.2. Interview 3 experienced trainers in government and industry and 3 experienced teachers in university extensions about how they select.	March 30	Indicate methods, techniques, and materials for the designs in (2), and give rationale for selecting them.	Have the 6 people interviewed critique my selections and rate them in terms of poor, fair, good, excellent. An average of "good" is verification.
4. To increase my skill and confidence in using simulation techniques.	Read references cited in Unit 2.1 that deal with simulation techniques. Attend a workshop sponsored by my ASTD chapter on simulation techniques. (I am the program chairperson.)	April 15	Do a role playing, critical incident, case discussion, and in-basket exercise in a course I teach.	Have my performance rated by my students according to an evaluation form I shall construct.

APPENDIX F

LEARNING CONTRACT

Learner: _____ Learning Experience: _____

What are you going to learn? (Objectives)	How are you going to learn it? (Resources and strategies)	Target date for completion	How are you going to know that you learned it? (Evidence)	How are you going to prove that you learned it? (Verification)

APPENDIX G-1

SUMMATIVE EVALUATION

It would help us greatly if you responded to the following questions:

1. How effectively were your resources used as helpers in designing a program for Pre-Service Training of New ABE Teachers?

2. How might your resources have been used more effectively?

3. What other suggestions do you have regarding the operation of Pre-Service Training program for ABE teachers?

We need your suggestions about everything in the program including resources, content, method, time, goals, follow-up actions, etc.

4. With regard to action plans upon completion of each workshop, what do you think would be a reasonable length of time needed for teachers to effectively put new ideas to work?

5. Some of you have missed one workshop; it would be helpful to us to know what we might have done to avoid having you miss one.

6. How does this educational experience compare with other workshops that you have attended?

THANK YOU!

APPENDIX G-2

SUMMATIVE EVALUATION

We value your opinions and suggestions about the Pre-Service Training Program for ABE Teachers. Feel free to use the space beside the response categories for comments.

Q-1 Please rate the extent to which you feel the training program met these stated goals. (Circle number)

"Increase your knowledge of adult learning theory."

1 VERY WELL MET
2 MODERATELY WELL MET
3 SO-SO
4 NOT VERY WELL MET
5 VERY POORLY MET

"Increase your understanding of teaching theory."

1 VERY WELL MET
2 MODERATELY WELL MET
3 SO-SO
4 NOT VERY WELL MET
5 VERY POORLY MET

"Develop your skills in designing techniques to help adults learn."

1 VERY WELL MET
2 MODERATELY WELL MET
3 SO-SO
4 NOT VERY WELL MET
5 VERY POORLY MET

"Improve your ability to facilitate self-directed learning."

1 VERY WELL MET
2 MODERATELY WELL MET
3 SO-SO
4 NOT VERY WELL MET
5 VERY POORLY MET

"Apply theories of learning and teaching to your setting."

1 VERY WELL MET
2 MODERATELY WELL MET
3 SO-SO
4 NOT VERY WELL MET
5 VERY POORLY MET

Q-2 Rate the relevance of the program to your professional occupational interest. (Circle number)

1 VERY RELEVANT
2 MODERATELY RELEVANT
3 SO-SO
4 MODERATELY IRRELEVANT
5 VERY IRRELEVANT

Q-3 What is your overall evaluation of the content of the training program? (Circle number)

1 EXCELLENT
2 GOOD
3 AVERAGE
4 FAIR
5 TERRIBLE

Q-4 Rate the accuracy of the preliminary information in its description of the program. (Circle number)

1 VERY ACCURATE
2 MODERATELY ACCURATE
3 SO-SO
4 MODERATELY INACCURATE
5 VERY INACCURATE

Q-5 Rate the appropriateness of the facility/meeting room as a learning environment. (Circle number)

1 EXTREMELY APPROPRIATE
2 QUITE APPROPRIATE
3 SO-SO
4 SLIGHTLY INAPPROPRIATE
5 EXTREMELY INAPPROPRIATE

Q-6 Rate your lodging accommodations at the workshop facility. (Circle number)

1 EXCELLENT
2 GOOD
3 AVERAGE
4 POOR
5 TERRIBLE
6 I DID NOT STAY AT THAT FACILITY

Q-7 Taking all of the above factors into account, what is your overall evaluation of the training program? (Circle number)

1 EXCELLENT
2 GOOD
3 AVERAGE
4 POOR
5 TERRIBLE

EVALUATION OF THE LEADER(S)

Q-8 Please rate the seminar leader on each of the characteristics listed. (Circle your response)

Presentation format	Excellent	Good	Average	Poor	Terrible
Knowledge of subject matter	Excellent	Good	Average	Poor	Terrible
Use of time and facilities	Excellent	Good	Average	Poor	Terrible
Practicality of information	Excellent	Good	Average	Poor	Terrible
Goal accomplishment	Excellent	Good	Average	Poor	Terrible
Ability to lead discussion	Excellent	Good	Average	Poor	Terrible

Comments:

Finally, we would appreciate some general information.

Q-9 What is your age? (Circle number)

1 UNDER 25
2 25-34
3 35-44
4 45-54
5 55-64
6 65 AND OVER

Q-10 What is your sex? (Circle number)

1 FEMALE
2 MALE

Q-11 What is your highest level of education? (Circle number)

1 HIGH SCHOOL DIPLOMA
2 TECHNICAL/TRADE SCHOOL
3 ASSOCIATE ARTS OR DIPLOMA PROGRAM
4 SOME COLLEGE
5 BACHELORS DEGREE
6 SOME GRADUATE WORK
7 GRADUATE DEGREE
8 PROFESSIONAL (Law, Medicine, etc.)
9 OTHER (Specify) _____

Q-12 What was your major area of study in your formal education? _____

_____

Q-13 What is your present occupation? _____

Q-14 How many years of experience do you have in your present occupation? (Circle number)

1 LESS THAN 2 YEARS
2 2-5 YEARS
3 6-10 YEARS
4 11-20 YEARS
5 MORE THAN 20 YEARS

Q-15 Please list the professional societies/associations to which you belong.

_____

_____

_____

Q-16 How did you find out about the Pre-Service Training Program for ABE Teachers? (Circle all numbers that apply)

1 RECEIVED A CATALOG
2 RECEIVED A BROCHURE
3 SAW AN AD (Specify publication)
_____
4 CONVENTION EXHIBIT (Specify convention _____
5 OTHER (Specify)
_____

Q-17 We would appreciate any additional comments as well as your suggestions for future program topics. (Please use reverse side of page).

THANK YOU!

APPENDIX H

LEARNING NEED DIAGNOSTIC GUIDE

Indicate on the six-point scale below the level of each competency required for performing the role you are interested in by placing an "R" at the appropriate point. Then indicate your present level of development of each competency by placing a "P" at the appropriate point. The gaps between the Rs and the Ps will indicate your learning needs.

Essential Competencies	0 Absent	1 Low (awareness)	2	3 Moderate (conceptual understanding)	4	5 High (expert)
As a Learning Facilitator						
Regarding the theoretical framework of adult learning:						
1. Knowledge of the current concepts and research knowledge regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners.		P				R

2. Understanding of the differentiations between youth and adults as learners and of the implications of these differences for teaching and learning.

0	1	2	P 3	4	R 5

3. Understanding the processes and conditions of adult learning and the forces that affect learning in the dynamics of individual, group, and organizational behavior.

0	P 1	2	3	4	R 5

4. Knowledge of the various theories of learning and a personal theory about their application to particular adult learning situations.

0	P 1	R 2	3	4	5